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ABSTRACT

Project HAPTT (Haitian Parent-Teacher Training) is a training program for educators and members of the New York community who work with limited English proficient Haitian students in Haitian Creole/French-English bilingual programs. The project is comprised of two components: the Parent Training Institute (which helps parents acquire skills to assist their children in the educational process) and the College Component (which identifies and assists Haitian Americans who have an interest in pursuing a career in education). Both components were evaluated in 1981-82, the first year of Project HAPTT. The evaluation of the college component focused on: the recruitment and hiring of staff; the recruitment and screening of prospective trainees; the course of study offered; and the general success of the program. By the end of the year, all trainees were found to have a good understanding of their responsibilities as part of the program, the goals of bilingual education, and the needs of the Haitian community. The evaluators also found that the Parent Component was highly successful in meeting its first-year goals. It concentrated its efforts on gathering and disseminating information, developing materials, preparing and holding workshops and conferences, and producing radio programs. Despite its overall success, the parent outreach activities encountered difficulties in the area of radio programming. During the year of the evaluation, a Project Advisory Committee was formed to discuss the Project's progress and to identify concerns and goals. (This paper concludes with a list of workshops and special training sessions held, and materials prepared, by Project HAPTT in 1981-82.) (KH)

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PROJECT HAPTT

Haitian Parent and Teacher Training Program

Grant # G 008102467

Program Evaluation

FINAL REPORT

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September 2, 1982

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The findings of this report are based on information gathered between the end of November 1981 and the end of the month of August 1982. The evaluation procedure included: study of the contract proposal; review of written records; minutes of meetings; interviews with trainees, Project staff and community members; review of materials prepared; observation of classes, workshops, conferences and staff interaction; and all forms of documentation.

Project HAPTT (Haitian Parent-Teacher Training) is primarily a program of training for those educators and community members who work or intend to work either directly or indirectly with limited English proficient (LEP) Haitian students in Haitian Creole/French - English bilingual programs. The project as conceived has two major interrrelated components, one whose main purpose is to prepare prospective teachers, and the other where activities center on training for parents of school-age children, hence the acronym HAPTT.

The project should be seen as a comprehensive effort to attack the problems encountered by Haitian students and Haitian parents in the New York City (NYC) public school system. Although the population of Haitian students in NYC schools (both public and parochial) is substantial, the number of programs specifically designed to deal with their problems are next to non-existent. The need for a program such a Project HAPTT is best understood, indeed underscored, by careful consideration of the following:

- Not more than 15% of students with Haitian linguistic and cultural background receive Title VII services.
- Of the "special" services provided for the students, ESL classes have received the major emphasis.
- Results from these programs for Haitian American LEP students, however, are not promising and suggest either that existing programs are not designed to meet the special needs of these students, or that an understanding of the linguistic and cultrual factors which might impede normal progress toward academic success have not been made an integral part of the professional training of those now responsible for administering or teaching ESL classes.
- Furthermore, the Haitian population of NYC is expected to increase which would more than likely intensify those educational problems already recognized.

Surely one explanatory factor in the failure of existing programs is that in those schools which enroll the largest number of Haitian-American students there are few professional educators with the requisites to deal with these students. That is, the number of either Creole or French/English speaking teachers

in bilingual or ESL programs is very low. Indeed, it has been estimated that "only about 100 persons of Haitian cul ure are presently employed in NYC schools." This is compounded by the fact that it was in 1974 that the last licensing exam for prospective bilingual French/English teachers was given.

- One may justifiably conclude, therefore, that the overwhelming number of Haitian students who are in need of services which could and should be provided through bilingual programs are having to do without them.

- The problems of this substantial segment of the student population could easily be rectified through the hiring of more French/Creole/English speaking professional educators to administer and/or teach in bilingual programs were it not for the fact that the number of those already qualified for such appointments is scant.

Thus, any program designed to meet the needs of Haitian LEP students in the NYC schools through attention to both second-language acquisition and to increasing those pedagogical skills necessary to insure academic success must address itself to the "need to improve the qualifications and to increase the number of professional pedagogical personnel able to participate in Haitian bilingual programs." Recognition of these needs and the desire to address them directly is the raison d'être for one of the two major components of Project HAPTT.

Moreover, because of the recognized lack of adequate programs and of the amount of time necessary to train sufficient number of qualified professionals to run such programs, attention must also be paid to the mechanisms of support available to students in their respective homes and communities. A novel aspect to Project HAPTT is just such recognition of the need to provide training to the parents of Haitian students in order that they may in turn provide the support (both emotional and academic) in the environment of the home and the community at large which is lacking in the schools and which, it is argued, will facilitate acclimatization to the American school system and the acquisition of skills necessary to insure normal academic achievement.

When one turns, however, to the home and the community in order to uncover the mechanisms of support necessary, one is struck by the following issues:

- Although those Haitian parents who were educated in their home country have a knowledge of the process of schooling and so, it is thought, might provide much of the support needed by their school-age children in the NYC schools, the knowledge these parents have is of an educational system vastly different from

the American system. The processes of schooling to which their children are exposed are therefore alien to their experience. Furthermore, regardless of their level of education few are proficient speakers and writers of English and are therefore unlikely to be guides or models for the children who need to rapidly acquire English as a second language in order to succeed in school.

- The vast majority of recent Haitian immigrants, moreover, are from rural areas and can boast of but a few years of formal schooling. Most of these immigrants, due in part to their low level of education and lack of skills needed in the commercial-industrial center of New York City, are forced to accept low-paying jobs. It is important to point out that these people comprise the target population for the parent-training component of the Project and will thus be the direct beneficiaries of the services provided.

Because Haitians have long been under a dictatorship, their involvement in an advanced and democratic society is also hampered, thus requiring training on many basic rights and issues.

- Because the cultural differences of this immigrant group are compounded by low socio-economic status (SES) for much of the population, a number of "normal" or usual mechanisms of acculturation are blocked for the children. For example, the free intermingling of immigrant children with other children as playmates in the absence of adults or without direct adult supervision is undercut by the view that those who engage in such activities as playing in the neighborhood streets, or for that matter, playing in public places are no more than urchins. There are, then, strict social restrictions placed on children, especially daughters.

- Most of the time away from school, therefore, is spent in the home. Unfortunately the home environment of many of these children, while loving, cannot be described as one conducive to learning. Because of the nature of their jobs, parents may have to work long hours or overtime in order to make ends meet. Often television serves as the only distraction for the children.

- The problems of the home environment as one conducive to learning are compounded by health and nutrition problems due to a variety of causes: inadequate housing, knowledge of the ways and means to facilitate adaptation to a temperate climate, knowledge of uses and preparation of foods new to the diet, and so forth, all contribute.

- On one level these problems might be seen as due to a reduced or non-existent flow of information. After all, federal and local governmental agencies, as well as the schools, provide free pamphlets and instructional leaflets covering an extraordinarily wide range of topics. The members of this target population, however, exhibit a very high rate of illiteracy and so cannot avail themselves of this "solution". But literacy is not the only problem since that information which is provided by governmental or other agencies is available in either English or Spanish and not in French and Creole.

- What is needed obviouslyare local community agencies which deal directly with Haitians and the problems they face in adapting to life in the United States. The number of such organizations which are functioning at present can be counted on one hand.

It is easy to see, therefore, the degree to which the population is removed from the American experience and from those avenues which would allow them to partake in the American social and economic life. Recent evidence on the increase of mental illness among male members of this population (which fits a depressing but common pattern among those immigrant groups most estranged from the American experience, as for example Mexican migrant workers, among other refugees),supports not only the conclusion, but underscores the immediate need for a program to address these isssues. The monies allocated for the second major component of Project HAPTT will be used to address these issues by providing training and assistance to parents of school-age children.

The program, designed as Project HAPTT, is meant to impact the issues underlying the educational experience of Haitian LEPs in a number of ways. The overall goal of the Project is to develop the potential of Haitian immigrants to contribute to their new society through the provision of resources, training, and information necessary to address and ameliorate those needs which underly the means of attaining the benefits offered by formal education. Specifically, those "persons dealing with LEP children of Haitian background will be better prepared to enter the elementary and secondary school system and function in it more successfully."

"Entering the school system" is defined and understood broadly. That is, the Project is not concerned solely with the training and placement of professionals but with <u>all</u> those involved with the education of Haitian LEP children. Thus, parents will be able to "enter the system" by understanding the process of education in American

schools, by supporting the classroom teacher through assistance with homework, by attending teacher-parent conferences, by becoming involved in Parents Associations, and so forth.

The Project, as stated above, is comprised of two components each of which has a major focus culminating in one major activity. These activities, however different, are not distinct but interrelated.

The Parent Training Institute: The purpose of this component, which I alluded to above, is to insure that "parents receive the necessary skills to assist their children in the educational process, and to establish fruitful contacts with schools in their area".

The College Component: For this component the Project will identify and assist those persons from the Haitian American community who have an interest in pursuing a career in education. Those who choose to become involved with the Project will enter a program of study at CCNY which leads to a B.S. in bilingual education. Those who successfully complete the program will comprise a pool of professional educators specifically qualified to meet the needs of Haitian students in the NYC schools. It should be emphasized that special efforts will be made to recruit parents as students for this component.

Although this evaluation covers all aspects of both components of the Project, the first part of this report is concerned solely with the College Component. This is due not to any rank ordering of the components by the evaluator, but to the fact that since the period of funding began only shortly before the opening of the Fall semester at City it was imperative that the Project staff members devote most of their energies to getting the particulars of the college component into place so that trainees would be able to begin their studies immediately. Thus, most of the initial activities of the Project were focused on this component and it was felt by the evaluator that concentration on this component in the early stages of the evaluation process would provide more than ample data for a determination as to the success of the Project in meeting the requirements of the proposal.

What follows is based on data gathered through interviews with trainees (the college students) and with members of the Project staff. The interviews were open-ended although a series of questions which had been prepared by the evaluator were used at times to direct the interviewee to particular topics.

The first step for the Project was obviously the recruitment and hiring of staff to be followed immediatly by the recruitment of trainees for the B.S. in bilingual education program. The central personnel office of CUNY was notified of the Project employment opportunities and the positions were advertised through the personnel offices of the individual colleges which comprise the City University system. In addition, flyers were printed and sent to all City and State offices dealing with bilingual education and to fifty public schools that had either a special program for Haitian students or a Haitian student population. Interviews for the staff positions were conducted in late August and the early part of September. The counselor's position, important because of her direct involvement with the trainees, was filled in the early part of September. The number of applicants for each position were many (as evidenced, for example, by the six qualified applicants for the Outreach position) allowing for the employment of highly qualified and experienced personnel. It should be emphasized that the entire staff was in place by early October, for were this not the case, almost the entire schedule of planned activities would have been in jeopardy, that is negatively affected, by delays.

The recruitment and screening of prospective trainees took place in the latter part of August and early September. During the second and third weeks of August, recruitment notices were placed in newspapers and announcements made on local radio programs, and in churches in the community. This information was also disseminated by word of mouth. The response was large with the number of applicants being just over sixty. Of these, eighteen were accepted as trainees. The overwhelming criterion determining the number accepted was the amount of funding available. Of the eighteen accepted, all but one are new. This one was already enrolled in a degree program in education at City College.

For the Fall 1981 semester eight of the eighteen (44.4%) were enrolled full time while the remaining ten (55.5%) attended part time. Furthermore, twelve of the trainees are parents many of whose own children are enrolled in bilingual programs in the public schools. Thus, the Project's stated aim of recruiting parents as trainees must be seen as highly successful, their efforts having resulted in a two-third or 66.6% parent enrollment, is most certainly a significant number.

Also, because the course of study leading to the B.S. degree normally takes four years of full-time study to complete and the initial period of funding is for three

years, an attempt was made to attract students who had already earned a number of college credits. Here again the Project has been partially successful. A good example is provided by one of the trainees interviewed. After having been accepted as a trainee she transferred from Hunter College where she had previously earned 45.6 credits. CCNY has accepted 40 of these toward her degree so she is approximately a third of the way along toward completing. Another reason for the attractiveness of trainees who have prior college experience, other than the funding period is that by finishing the program in a short period of time trainees can be placed all the sooner in LEAs with concentrations of Haitian students. This is all the more imperative when it is recalled that ten of the eighteen were enrolled part-time only (many taking only 6 credits per term). All of the part-time trainees interviewed expressed a willingness and a desire to attend full time were funds available.

The screening process was comprised of a test and an interview . Prospective trainees were asked to write an essay in English on why they wanted to be in the program or on teaching. They were asked to read a passage in Creole and then were interviewed regarding attitudes toward language, their motives for wanting to enter the program, why they chose teaching as a career (specifically bilingual teaching) and on other topics germane to the issues to be addressed in bilingual education generally, and by the Project specifically.

Once trainees were accepted into the program they received counseling as to course requirements and financial aid. There was an orientation meeting for all of the trainees toward the beginning of the Fall semester (early October) and at the beginning of each succeeding semester. Although the meeting was scheduled at a most inopportune time (5 PM, Friday), sixteen of the trainees attended. Since this inital group meeting trainees have been receiving counseling periodically on a one-to-one basis. Although counseling sessions are scheduled, often trainees will drop into the Project office with questions or concerns. All trainees interviewed expressed that on these occasions the staff was always warm, pleasant and helpful, indeed, they would go out of their way to provide advice or assistance. Aside from these informal contacts, however, trainees are contacted by mail and meet formally with the Guidance Specialist to discuss progress in the program and any problems academic or otherwise which might hinder the normal involvement of the student in college life and thereby impede academic success.

As of the end of the Fall 1981 semester, fourteen of the original eighteen remained in the program and were judged by the counselor to be making normal progress.

Two trainees had withdrawn due to personal problems which were preventing them from fully participating in their courses. One of the two, for example, has had to relocate to another state for employment purposes. The other two had changed their minds about careers in eduation and were counseled to other programs.

Interest in the program remains high as can be seen by the immediate replacement of withdrawals and by the fact that beyond the eighteen trainees who are covered by the grant, three additional students have chosen to associate themselves with the program paying the cost of their education themselves.

The places made available by withdrawals were immediately filled by new trainees. Unfortunately, three of the trainees who withdrew were parents, but he four who replaced them also are. Nonetheless, it is evident that the program is successful in retaining trainees, for which the counseling procedures undoubtably may be credited.

Data for the Spring '82 term bears this out. Two of the trainees changed status from part-time to full-time and new trainees were immediately added to again bring the total to twenty-one, eighteen under the grant and three maintaining their own tuition. Of these twenty-one, nine were full-time and twelve part-time. At the conclusion of the Spring term one trainee transferred out of the School of Education to the Engineering program so is no longer eligible for grant aid. Two of the trainees took a leave of absence, one due to severe family problems and the other to complete outstanding work (make up incompletes). Because of the incomplete courses for this student, her cumulative point average including the Spring semester was unavailable. For the remaining nineteen, however, all are making satisfactory progress toward the degree (defined by CCNY as maintaining at least a "C" average -- 2.0) and most were well-above this minimum. Nine students were eligible for the Dean's List honors having achieved an average of 3.0 or higher. One trainee graduated in June taking the B.S. degree and one will be student-teaching during the Fall '82 semester and will therefore graduate during this academic year. For the Fall '82 semester, of the eighteen trainees under the grant, eight will be enrolled full time and nine part time and again two additional students will pay their own tuition (one having been accepted into the SEEK program with HAPTT's counseling). In addition, five graduate students were admitted into the newly-funded Adult and Community Training Program.

As stated above, trainees in the program follow a course of study leading to the B.S. degree in bilingual education. One aim of the Project is to develop courses whose content will specifically address issues in education for Haitian Americans.

These "special" courses in the program of study may be seen as a counterpart to those designed specifically for bilingual education focusing on Hispanic students.

During the first semester of the existence of the Project, however, courses were chosen from the catalog since trainees had to embark on their course of study immediately and the time necessary to design and plan for new courses could not be taken from the more immediate needs during the Project's inception. One new course, however, Selected Topics in Haitian Bilingual Education (EDEL 311.5), a program requirement, was planned in time to be offered during the Spring 1982 term. In addition, two courses on Creole Linguistics already offered in the Black Studies program will be adapted so as to focus more directly on the needs of the prospective bilingual teachers. This course is scheduled for the Fall 1982 semester.

The course of study prescribed fo the trainees certainly provides for the adequate training of prospective teachers. College-wide and State requirements will, of course, be met. But the remainder of the course of study provides focus upon major issues in bilingual education while allowing for elective courses in the major field. It is here that any new courses designed by the Project would be incorporated.

Regarding the course of study some recommendations can be made:

a) While the college requires all students to earn twelve credits in the social sciences, the Project insists that one course (of three credits) be earned in Introductory Cultural Anthropology. The need, at the least, for a general understanding of those engaged in bilingual education programs should be obvious. But, a deeper insight into the anthropological findings most directly relevant to the trainees' future careers as educators than those gained through an introductory course would be even more rewarding. Over the past two decades the number of studies undertaken by anthropologists in the area of education has increased substantially. Much of this work has dealt with bilingual education generally, and the topic of language in education, specifically. The possibility, therefore, of developing an Anthropology and Education course, either as part of the professional requirements, or, more probably, as an elective which focusses on concerns in bilingual education should be explored.

b) Although trainees may elect an ethnic studies course on peoples of the Caribbean, an opportunity to study the varieties of the Spanish language, even on an introductory level, should be provided as an elective possibility. Since the largest number of bilingual programs in the NYC school system deal with Hispanic students study of their language and culture can only broaden the qualifications of the trainees.

c) As stated in the proposal, "two terms of internship in a school, and one term of internship in a neighborhood center will be required from all the trainees enrolled in the college program". A total of six credits will be earned in this manner. In addition, all trainees will be doing "fieldwork" in an internship capacity as part of the requirements for the EDEL 311.5 -- Selected Topics in Haitian Bilingual Education course.

Nonetheless, it is recommended that the internship component of the course of study be structured in such a way that trainees are placed in LEAs and community agencies as well as other educational settings from the very outset of their undergraduate programs as interns or volunteers or in any capacity that would allow them the opportunity to learn first-hand about the NYC school system generally and elementary and/or secondary education in particular. Such experience should be carefully monitored.

Two purposes would be served by this arrangement:

1) After some experience in a school setting trainees may decide that a career in the teaching profession is not what they had anticipated. If, based on their experiences, they decide to drop out of the program this would open up slots for other potential teachers.

2) Trainees might serve as "ethnographers" in the schools collecting data on problems of Haitian students. A number of uses for such data is easily imagined, for example, a data bank of problems discovered could serve as a basis for research projects or papers directed to developing approaches toward their solution. Such work could be formalized and carried out under the supervision of a member of the faculty of education so that credit could be awarded for the work in order not to unduly burden the trainees with the combined academic and internship work.

Based on interviews with the trainees it was possible to further ascertain the level of success of the Project thus far.

All trainees not only had a good understanding of their responsibilities as part of the program, but also evidenced a more than adequate understanding of the goals of bilingual education and the needs of the Haitian community that the Project intends to address.

All expressed satisfaction with those courses which they were presently following with the exception of a number of complaints about what they considered an extraordinary

amount of work required in an Art course for the two credits to be awarded.

No criticisms of either the staff or the design of the program were found among the numberous comments on the structure and functioning of the program. Interestingly, a number of the trainees felt that they themselves should keep in closer touch, take their responsibilities as the first trainees in the program more seriously, both positive & negative, with each other. It is felt that in this way many of the problems faced by beginning college students could be dealt with thus lessening dependence on the Project staff. Also, out of these informal group discussions, which would proceed without an agenda, might come issues or information which when transmitted to the Project staff could provide relevant feedback. In response to their own felt needs the students began an organization in the Spring '82 semester to address their concerns. They are also planning trips to visit bilingual schools in Boston during the Fall '82 semester and possibly even Miami later in the year for the same purpose. This group will raise the necessary funds for these trips by sponsoring cultural activities on campus.

Parent Component:

The primary goal of the parent component - to provide and improve those skills community members need to meet their responsibilities as parents of LEP children in bilingual education - is to be met through outreach activities. To this end, Project HAPTT has concentrated its efforts on gathering and disseminating available information, developing materials for those areas where none is presently available, preparing and holding workshops and conferences in locations easily accessible to Haitian community members (usually their immediate neighborhoods), by writing and recording radio programs on a variety of topics to be broadcast on local radio shows, and by any other means within the competencies of the staff and within the confines of the budget. These structured activities are designed to address the most severe problems facing the largest number of Haitian-American parents. Since services of this nature are best offered in local schools, churches, or neighborhood centers, staff members whose primary responsibilities lay in this component spent a number of days per week (two or three) in the field.

A number of workshops and conferences were held throughout the year. (A list of all conferences is attached). One of the parent's conferences attended by the evaluator is representative:

The conference was held in the large cafeteria/gymnasium in the basement of a Roman Catholic Church on a Sunday in the early afternoon. The time and location were both opportune: since many Haitians are Roman Catholic they remained after Sunday mass for the conference. Also, meeting on a weekend prevents conflicts for those who work full-time or hold two jobs and cannot attend meetings during the work week. The topics discussed were all directly related to specifics of education and problems faced by Haitian-Americans in adjusting to the school system in the United States. After a brief introduction on what Project HAPTT is and what its services are, experts presented a number of topics namely, how to prepare to meet your child's teacher, how to prepare for college entrance, raising children in New York City, reducing stress in the home, and the importance of sports and other recreational activities for children. Three members of the Project staff were in attendance as well as upwards of forty community members. Leaflets and other materials pertaining to the talks and the general level of discussion among those present points not only to the need for conferences of this sort but to its success as well.

Many of the conferences are co-cponsored by local educational agencies or community organizations. For example, the Parents Conference held on June 6th in a Brooklyn High School was organized and co-sponsored by HAPTT and Project Parents of the Office of Bilingual Education, New York City Board of Education; the Bureau of Bilingual Education, New York State Education Department; and the Hunter CW Post Bilingual Education Service Center.

While co-sponsoring these large conferences has the advantage that replication in the areas addressed can be avoided, it many times precludes the possibility of close personal contacts between staff members and presenters and the large number of community members present for whom these services are offered. While careful, systematic preparation was the rule for all the conferences and workshops in which HAPTT actively engaged, the problem of increasing the level of interaction and personal contact is difficult to avoid. Also, the amount of coordination between groups and the planning time for large conferences and workshops makes it more difficult to involve parents and children in the proceedings, although the Project has demonstrated some success in this area. Both parents and children have participated in art contests, poetry reading, performing folk dances, and other cultural activities at a number of the conferences and workshops.

Notwithstanding the above comments, the conferences and workshops offered by Project HAPTT during the 1981-82 year were judged successful. Tabulation of conference and workshop evaluation forms yield the following results: 67% excellent, 30% good, 1% average, 2% fair, and 0% poor. It should be noted, however, that the total number of respondents, 476, while significant, does not represent a number near the total of participants who attended the workshops and conferences. This is understandable and is

in part due to the high rate of illiteracy among Haitian-Americans which prevents the completing of a written workshop evaluation form. Verbal comments gathered informally and at random among all participants at conferences, however, support the results of the written forms.

The problem of illiteracy relates to another area within the parent component, namely, educational radio programs. The development and airing of short radio programs, to be aired regularly dealing with a variety of topics allows problems among Haitian Americans to be addressed in a manner which circumvents the reliance on the printed word. As originally envisioned, Project HAPTT would develop scripts and make tapes on such subjects as: the use of the native language in educational programs, community school board elections, the role of parents in the shools, psychological problems affecting learning, and so forth.

It is here, however, that the Project has faced the most difficulties due overwhelmingly to factors beyond their control. (N.B. - It is only in the area of radio programming that the Project has been unable to meet its own expectations and the specifics of the contract proposal. All other activities are running either on or before schedule and the program objectives are being met.)

All of the radio stations which have programs for the Haitian American community were contacted in Oct/Nov '81 by telephone and followed by letter. Project HAPTT's requests for time were expressed as well as the purpose and goal of the program and the necessity of radio broadcasts toward meeting their objectives. Although the stations, did, and continue to, announce the conferences, workshops and other activities organized by HAPTT, the allocation of specific times to air the tapes prepared was not forthcoming. It seems that the amount of time necessary to negotiate for program time with station managers and station personnel was not anticipated. However, since the Project Director has taken over the process of negotiationmuch progress has been made.

Other factors, however, have contributed to the delay in the airing of the radio programs. These were unanticipated problems with the equipment available to the Project from CCNY: it was inadequate for the needs of the staff. Also, those involved with the running of the college radio station had no competence in either French or Haitian Creole which made direction and recording more time consuming, thus laying an additional burden on the one staff member who was involved most in the recording process. This situation has been partially remedied by making arrangements to use other facilities

and to purchase some limited equipment. To date, eight tapes have been prepared and two have been broadcast. (See attached list of materials prepared for the subjects discussed).

One result of the negotiations with the radio stations is that the Project has learned that the stations would prefer to air live programs. Although this could be done, it is not the most practical for HAPTT because time would have to be allocated both for preparation & presentation on various occasions rather than the development and refining of scripts and the one time preparation of the tape on a specific subject. Also, tapes have the advantage of being replayable and thus a resource of interviews or presentations on varied subjects could be developed for use by schools, church groups, community organizations, and others.

In addition to organizing conferences and workshops, the Project serves to capacity as a resource center for the Haitian American community at large. Because it has quickly developed into a major node in a network of community agencies, colleges and universities, churches, and church organizations, and other groups working with the Haitian American population, the Project is able to provide quick and accurate information to inquiries from the community which cover the entire range of problems and issues pertaining to immigrant populations but center on those directly related to educational matters: language training, high school equivalency, parent-teacher relations, and so forth. The established network is extensive: while understandably focusing on New York City it includes agencies in Miami, New Jersey, Boston, Philadelphia, Washington, Albany, Canada, and major universities such as the University of Indiana which has special programs and an Institute for the Study of Haitian Creole.

The Project has a large and expanding mailing list for disseminating information and it receives information and materials in turn. Such materials received are actively integrated into the existing framework through utilization in conferences and workshops. One example will suffice: Staff from the Southeast Curricula Development Center in Miami presented the materials they had developed for literacy training in Haitian Creole in one session of the course Selected Topics in Haitian Bilingual Education. The class for this night was not limited to enrolled students. Community members and other interested parties had also been invited and the room was filled to capacity. The materials were made available to all who requested them, free of charge.

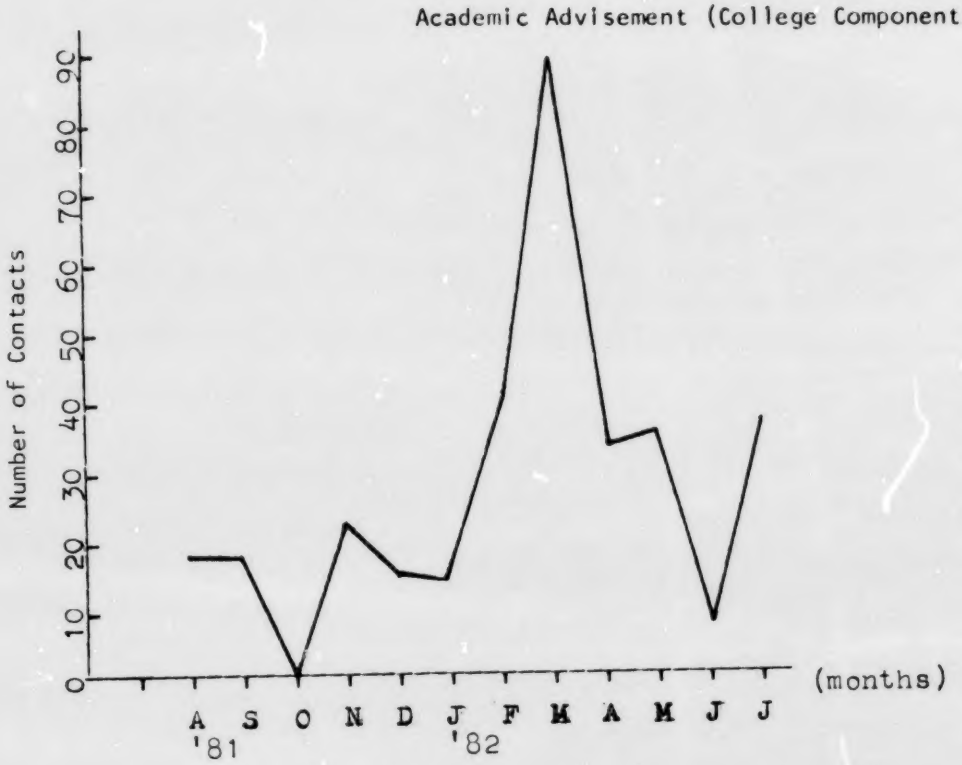
The Project has also started a lending library of materials pertaining to bilingual education, history, language and culture, literacy, and other topics relevant to understanding current conditions and issues in the Haitian American community; specifically concentrating on supplementary materials for the trainees' coursework. Also, bibliographies of books on or about Haiti for children and adults in French, Creole, or English have been prepared and distributed to school libraries and classroom teachers in over fifty schools.

The project also writes, edits, and distributes a brochure, Lyezon, which not only tells of HAPTT's acitivities but includes articles on bilingual education, study habits, science experiments which can be performed by children with the assistance of their parents, and so forth. To date three issues have been published. One thousand copies of the first issue and fifteen hundred of subsequent issues were printed, so circulation is widespread. The Project carefully shopped forprinters in order to insure the most reasonable price. (For a list of the contents of each issue see attachment.)

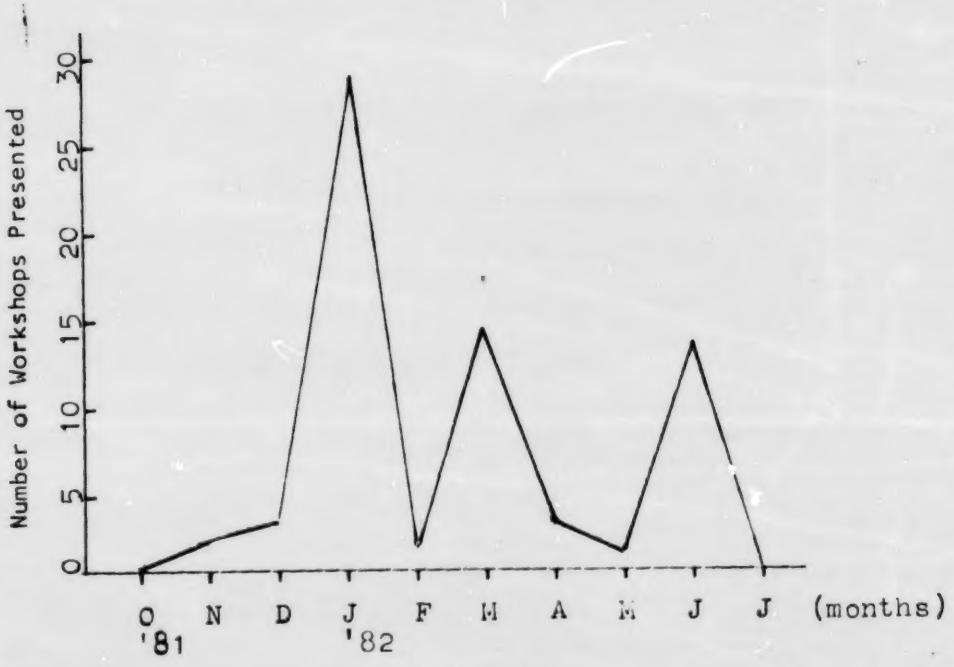
The list of materials prepared by the Project is extensive and ever expanding. It covers the wide range of topics listed in the contract proposal and the Project has made more than acceptable progress in meeting the requirements in this area.

It is in the nature of this program that the more successful it is the more work it creates, for itself. Successful workshops, for example, increase the number of people requesting information and seeking assistance, plus requests for additional workshops. This makes it somewhat difficult for long range planning since requests for assistance follow an uneven pattern. The graphs on the following page for selected activities -- one from the college component and one from the parent component -- are illustrative. Thus far the staff has been able to respond successfully and adapt to sudden changes in work allotment but if the work load does not level off by the middle of the second year a staff increase may be warranted.

Academic Advisement (College Component)



Delivery of Workshops (Parent Component)



Advisory Committee:

Toward the end of September a Project Advisory Committee was formed. The committee is seen as an important link between the Project and the community. The committee is comprised of parents, clergymen, and other responsible community members and also has one student member elected by the students. The Project's quick action on this expressed need to set up such a committee attests to their desire to have HAPTT recognized as an integral part of the community.

The Committee meets periodically (at least once per semester) to discuss the progress of the Project, to suggest issues of vital concern to the Haitian-American community which the Project is capable of addressing, and to offer guidance and direction pertaining to programs and activities the Project has instituted toward the alleviation of existing community problems. Throughout the year the committee members are kept abreast of developments through personal contacts, by telephone , or by letter and are always invited to the events planned by the Project.

Summary and Recommendations:

Project HAPTT has been successful in meeting their own expectations with the minor exception of those few areas (e.g., radio programming) where decisions are out of their hands. The strengths of the program lie in the demonstrated abilities of the entire staff and the coordination of their work with institutional support (CCNY) and in concert with existing community agencies.

The potential weakness of the Project may become actual due ironically to the very success of the Project itself. As the number of tasks and activities performed by each staff member increases additional staffing may become necessary or reorganization of the existing work structure will be unavoidable.

In addition to the comments pertaining to the course of study for the college trainees (see pages 12-14) the following recommendations are offered:

1. It is recommended that the Project decrease the number of large conferences it becomes involved in to two or three per year and concentrate on the development of small conferences and workshops in order to increase personal contact among community members and their involvement in the events.
2. Devise a systematic mean to measure (evaluate) the effectiveness of the workshops and conferences which addresses the difficulties of obtaining information from the large percentage of non-literate participants.
3. Devise a means of on-going self-evaluation of workshops and conferences especially for situations where a number of workshops on the same topic are delivered in different situations.
4. Increase recruitment of parents of LEP children into the college component.
5. Limit the amount of time allocated for preparation for live radio programs so as to strike a balance between live programs and pre-recorded tapes.
6. Seek means to further involve community members and college trainees in the preparation of the brochure, Lyezon.
7. Investigate the feasibility of additional staffing either through increased funding or through the employment of college work/study students.

In sum, the evaluator judges the program to be in compliance with the stated aims, objectives, and stipulations of the proposal regarding all activities to be carried out under both the college training component and the parent training component for the first year.

1981-1982 WORKSHOPS HELD

NOVEMBER	TOPICS
St Mark's Methodist Haitian Mission	Resources: How they can help?
Brooklyn Catholic Diocese (R. Pacis)	The Haitian Family and its Cultural Religious Beliefs
Tilden High School	Haitian Bilingual Education at CCNY
Andrew Jackson High School	Haitian Bilingual Education at CCNY
South Shore High School	Haitian Bilingual Education at CCNY
DECEMBER	
N.Y.C. Department of Social Services	Health Concerns and the Haitian Family
P.S. 9, C.S.D. 3	Parental Involvement and Project HAPTT!s Activities
South Shore High School	Parental Involvement at the H.S. Level
JANUARY	
City-Wide Conference at P.S. 189	Vocational Education Programs English Language Development Parents and their Child's High School Using Haitian Creole Oral Tradition for Native Language Development Recreational Programs in New York City Reducing Stress in the Home Social Services and Your Family's Welfare Parental Involvement and Students' Academic Development Choosing a School for your Child Mathematics and Science Reinforcement in the Home Educational Games and Their Values High School Equivalency Programs and your Future School Board Elections

	Housing and your Child's Health
	Medical Services and your Child's Health
	Reinforcement and Alternative Education Programs
	Special Education Programs
	Parents', Children's Rights and the Court
	Planning for College
	Immigration and Education
	Haitian Social Agencies in New York City
C.S.D. 17's Principal's Meeting	HAPTT's Activities and Services
P.S. 9, C.S.D. 3	Designing Parents' Activities
East Ramapo Public Schools	Haitian Children in Schools
P.S. 198, C.S.D. 22	The Haitian Family

FEBRUARY

P.S. 197, C.S.D. 22	The Haitian Family

MARCH

P.S. 9, C.S.D. 3	Resources in Our Community
	Math Course of Studies in Elementary Schools (Prepared by HAPTT and District staff)
H.A.U.P.	Project HAPTT's Services
	Preparing for a Parent/Teacher Meeting
	Planning for College
	What parents should Know about Handicapped Children and their Rights
	Recreational Activities
	Coping with Stress
	Reinforcing English Skills in the Home
N.Y.C. Department of Social Services	Health Concerns and the Haitian Family
C.S.D. 18	The Haitian Family

APRIL

N.J. State Education Department Conf.	Haitians in the U.S: Educational Implications
Fordham University Conference	Patterns of Accomodation in the West Indian Communities in the United States
Southern Westchester BOCES Conference	Career Fair for Bilinguals: Careers in Education

MAY

N.Y.C. Board of Education and N.Y.C. Technical College Career Conference	Advantages of Being Bilingual
SETRIC	Multicultural Education
CCNY Department of Education Conference	Moderator for workshops
South Shore High School	Promoting Haitian Culture

JUNE

HAPTT Career Conference	An Introduction to CCNY
	Education and Human Services Related Careers
	Business Careers
	Careers in Engineering and Science
	Careers with Utility Companies
	Building Trades
	Arts Related Careers
	Planning for College and Financing your Studies
	Communication Related Careers
	Office and Computer Related Careers
	Law Related Careers
	Exploring and Deciding on a Career
	Planning for Work: Resumes and Interviews
New Brunswick Conference (N.J.)	The Haitian Family
Haitian Neighborhood Center	Planning for College

Parents' Conference co-sponsored by HAPTT, the NYSED, the NYC Bd. of Ed. and Hunter-CW Post BESC.	The Importance and Advantages of Bilingual Education Early Childhood Education: Crucial Years for a Child's Future Bilingual Education in Elementary and Junior High Schools Program Options for the Exceptional Bilingual Child A Look at Discipline Methods Used by Haitian Parents Bilingual Education in High Schools The Rights of Parents in New York State Public Schools Focus on Educational Opportunities for Adults Health and Education The Education of Children in Parochial and Private Schools Improving the Quality of Education for Haitian Children in General and Haitian Unaccompanied Refugee Minors in Particular: How to Influence Public Policy.
Special Workshops and Lectures for Trainees from BankStreet College and HAPTT	See Attached June Training Program Schedule

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PROJECT HAPTT
CITY COLLEGE OF NEW YORK
CONVENT AVE. & W. 135th STREET
NEW YORK, NEW YORK 10031
(212) 690-6756

JUNE 1982 SPECIAL TRAINING SESSIONS

DAY/DATE	TIME	PLACE	TOPIC	WORKSHOP LEADER
Tues. 6/1	4:30 - 6:30 PM	Klapper Hall Rm. 115	Teachers and Learners as Ethnographers	Mr. Richard Blot Cultural Anthropologist
Wed. 6/2	2:00 - 4:00 PM	Klapper Hall Rm. 115	Drawing and The Right Side of the Brain: Enhancing your Artistic Possibilities	Mr. Claude Michel Lemoine HAPTT - Outreach Specialist
Wed. 6/2	4:30 - 6:30 PM	Klapper Hall Rm. 115	Using Oral Traditions in the Bilingual class-room	Ms. Marie Lourdes Elgirus HAPTT - Guidance Specialist
Thurs 6/3	4:30 - 6:30 PM	Bank Street College 610 W. 112th St. Room 713 New York, NY	Phonological Analysis and The New Spelling System of Haitian Creole	Prof. Yves Dejean Linguist
Fri. 6/4	volunteers needed to finalize Parents' Conference Preparations			
Sun. 6/6	9:00 - 5:00 PM	Erasmus Hall H.S. Brooklyn, NY	Parents' Conference	Sponsors and Guest Speakers
Mon. 6/7	10:00 - 12:00 AM	Klapper Hall Rm. 115	ESL, What's It all About? What Bilingual Teachers Need to Know.	Mrs. Marie-Jose Montanez ESL Specialist

(over)

Mon. 6/7	1:00 - 3:00 PM	Klapper Hall Rm. 115	The NYC Curriculum and the Bilingual Classroom	Mrs. Nicole Baron Rosefort Trilingual Coordinator CSD 3, NYC
Tues. 6/8	10:30 - 12:30 and 1:30 - 3:30 PM	Klapper Hall Rm. 115	Teaching Haitian Culture through Haitian Folk Art: Dollmaking	Mrs. Martha Hippolyte Haute-Couture Seamstress and Doll maker
Wed. 6/9	10:00 - 12:00 AM	Klapper Hall Rm. 115	Special Education: An Overview	Mrs. Cynthia Ivey Staff Development Specialist SETRC, NYC
Wed. 6/9	3:30 - 5:30 PM	Klapper Hall Rm. 115	The Relationship Between Language and Culture	Mrs. Carole Berotte Joseph HAPTT, Project Director
Thurs. 6/10	4:30 - 6:30 PM	Bank Street College 610 W. 112th Street Private Dining Room Level C New York, NY	Syntactic Analysis and the Writing of Haitian Creole	Prof. Yves Dejean Linguist
Sat. 6/19	9:00 - 3:00 PM	Baskerville Hall City College corner W. 140th St. and Convent Ave.	HAPTT Career and Role Model Conference Day	Guest Speakers and HAPTT Staff

MATERIALS PREPARED

Children's Haitian Bibliography
Bibliography of Books Written in English and Related to Haiti
Bibliography of Books in Haitian Creole and/or on Haitian Creole

LYEZON 1 - Articles published

Edikasyon bileng? (What is bilingual education?)
Ki jan lekol segonde yo mache? (How do secondary schools function in the US?)
Vaksen, pou ki sa? (Immunization, what about it?)
Enpotans kilti nan lavi yon timoun (The importance of culture in a child's life)
Ou vle vin pwofese? (Do you want to become a teacher?)
Diferan sentom ki ka ede-n rekonet yon timoun ki bezwen edikasyon espesyal
(How can you detect your child in need of special education?)
Open School
Entel deyo sa! Sa sa vle di? (About exclusion notes)
Krik-krak (Riddles)
Lakataw fe taw! Lan Ginen tande! (Short Science Experiment)
Enfomasyon itil (Useful Information)
Brief School Calendar

LYEZON 2 - Articles published

Kouman pou li kreyol lan? (Kow to read Haitian Creole)
Pou ki sa HAPTT chwazi sevi ak kreyol ak angle (Why did Project HAPTT opt for English and Haitian Creole?)
Enfomasyon Itil (Useful information)
Timoun yo ap grandi (The kids are growing)
Ti egzesis lekti pou timoun (Reading exercices for children)
Ti esperyans syans: Jwet telefon (Short Science Experiment: the Phone)
Jete bliye, ranmase sonje! (On libraries and their use)
Haitian Calendar of Holidays
Enpotans spo ak aktivite rekreyatif kiltirel lan devlopman on timoun (The importance of physical education, recreational and cultural activities in your child's life)
Haitian Community Centers in New York

Tes pou diplom segonde (High School Equivalency Tests)
Koze konferans pou paran yo (Haitian Parents' Conferences)
Etidyan nan Pwoje HAPTT (Project HAPTT's Trainees)
Acknowledgements

OTHER MATERIALS

General Mailing List: Haitian Educators in the U.S.
Parents Component: Needs Assessment Form for Workshops
Continuing Education Pamphlet
Occupational and Career Education Pamphlet
Adult Basic Education and ESL Pamphlet
High School Equivalency Pamphlet
Interview on Discipline
Interview on the Importance a a Child's Native Language
Interview on School Board Elections
Interview on Drug and Alcohol Abuse and Prevention
Information on Social Services (On tape)
Information on Cultural Programs for Children (On tape)
Presentation of Project HAPTT services (On tape)